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AUTHOR Flippo, Rona F.; Hetzel, Charles
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ABSTRACT

This paper presents the seven assessment instruments used by the Student Literacy Corps project at Fitchburg State College, Massachusetts, to document tutee progress and tutor assessment. The paper includes: (1) the Flippo Interest Inventory (for assessing tutee's attitudes toward reading); (2) instructions for the tutor to give to students on how to write a writing sample; (3) "Feelings: Literacy-Related Survey" (for assessing tutee's feelings about his/her reading and writing competence/self-concept); (4) "Classroom Reading Miscue Assessment" (for assessing tutee's word recognition and comprehension abilities); (5) directions to the tutor for the use of semantic mapping (for assessing tutee's schemata in content-related topics/concepts); (6) a questionnaire to assess changes in tutor's attitudes and opinions; and (7) "Attitudinal Scale for Parents" (for assessing parents' perceptions of tutee's growth). Four sample semantic maps are included. (RS)

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Student Literacy Corps accountability: Assessment challenges, explanations, and opportunities

Presented by

Rona F. Flippo

and

Charles Hetzel

Fitchburg State College

Co-Directors, Student Literacy Corps Program

International Reading Association

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Student Literacy Corps accountability: Assessment challenges, explorations, and opportunities

Rona F. Flippo
and
Charles Hetzel
Fitchburg State College

Abstract: In the Fall of 1990 we were awarded a Student Literacy Corps grant at our college. As the grant authors and program directors, we were in the favorable position of electing to document tutee progress and tutor assessment by any means we selected. This presentation will describe the assessment procedures we used, provide samples, and discuss our problems/successes to date.

Outline of Presentation:

1. Overview of the purpose of this federally funded grant, as applicable to our presentation.
2. Overview and rationale for our assessment choices and decisions.
3. Samples of assessment instruments we have attempted.
4. Discussion regarding problems and successes we have encountered, and modifications we have made as we have implemented these assessments and this grant.

Assessment Instruments

1. "The Flippo Interest Inventory" from Cheek, Flippo, and Lindsey (1989)
   (For assessing tutee's attitude toward reading, interests, and motivations)
2. Writing Sample
   (For assessing tutee's writing vocabulary, ability to formulate sentences, and ability to develop an idea)
3. "Feelings: Literacy-Related Survey"
   (For assessing tutee's feelings about his/her reading and writing competence/self-concept)
4. "Classroom Reading Miscue Assessment (CRMA)" from Rhodes and Shanklin (1990)
   (For assessing tutee's word recognition and comprehension abilities)
5. Semantic Mapping
   (For assessing tutee's schemata in content-related topics/concepts)
6. Tutors' Attitudes and Opinions
   (For assessing changes in tutors' attitudes and opinions)
7. "Attitudinal Scale for Parents" from Fredericks and Rasinski (1990)
   (For assessing parents' perceptions of tutee's growth)
   We plan to begin using this parent assessment in Fall 1992.

From: Cheek, E.H., Flippo, R.F., & Lindsey, J.D. (1989). Reading for Success in elementary Schools. Fort Worth, TX: Holt, Rinehart and Winston, P. 522.

APPENDIX E

The Flippo Interest Inventory

Directions: This inventory can be given orally to both younger and older students, or you can have your older students complete it independently. To obtain accurate and complete responses, it is recommended that you record students' oral responses exactly as they give them to you. If older students ask for assistance with their written responses, feel free to help them.

1. What are the things (topics) you like most to read about?
2. What are the things you like most to do?
3. Are there some new things (topics) that you are interested in learning about?
4. What would you like to do when you grow up? List everything you can think of that you would *really* like to do.
5. What kinds of things do you like to read about, or watch TV or movies about, just for fun or excitement?
6. Have you heard or read about anything new or unusual (in school or at home) that you would like to learn more about?
7. Do you like to do things by following directions such as cooking, building or assembling things, sewing, or sending away for things?
8. What is your favorite kind of music?
9. Do you have any special hobbies? What are they?
10. Do you have any favorite sports? What are they?
11. Do you have any pets? What kinds?
12. Are you interested in any role-playing games? If so, which ones? (Note: you may want to reword these questions for younger students.)
13. Do you have some personal problems that concern or bother you or that you would like to work on or change? If so, what are they? (You do not have to answer this question; but if you do, your answer will be confidential.)
14. If you could do anything in the world and money was no object, what would you like to do?
15. If you could go anywhere in the world and money and time were not problems, where would you like to go?
16. What are the names (titles) of your favorite books?
17. Of all the books listed in item 16, which is absolutely your favorite book and why?
18. If you wanted to tell people about this book and convince them to read it, what would you say?
19. If some people wanted to give you a number of books, magazines, or other types of printed materials to read, what kind should they give you? Can you name some particular titles?
20. If a writer told you he/she would write a book, just for you, about *anything*, but he/she needed to know what you would want in the book, what would you say?

Writing Sample

Directions (for tutor): 1. Select a picture from a magazine that you feel your tutee will have a schema for. (You might want to wait until after you've administered the interest inventory to select an appropriate picture.)

2. Give the picture to your tutee and ask that he/she write as much as possible about the picture.

3. Then date the writing sample and attach the stimulus picture.

4. Later you will analyze the writing sample to note: (a) the number of different words used; (b) the number of sentences that make semantic sense; and (c) your tutee's overall ability to express himself/herself and develop an idea.

Date: _____

"Feelings: Literacy-Related Survey"

(Complete the sentence.)

1. When I read, I feel_____ _____

_____.

2. When I write, I feel_____

_____.

3. Sometimes I don't like to read because_____

_____.

4. Sometimes I don't like to write because_____

_____.

5. Here is a picture of how I feel about myself as a reader:

I feel good/bad!

6. Here is a picture of how I feel about myself as a writer:

I feel good/ bad!

From: Rhodes, L.K., & Shanklin, N.L. (November, 1990). Miscue analysis in the classroom. The Reading Teacher, 44 (3), p. 253.

Classroom Reading Miscue Assessment
Developed by Coordinators/Consultants Applying Whole Language

Reader's name _____ Date _____

Grade level assignment _____ Teacher _____

Selection read: _____

I. What percent of the sentences read make sense?

	Sentence by sentence tally	Total
____ Number of semantically acceptable sentences		
____ Number of semantically unacceptable sentences		

____ % Comprehending score: $\frac{\text{Number of semantically acceptable sentences}}{\text{Total number of sentences read}}$ x 100 TOTAL ____

	Seldom	Sometimes	Often	Usually	Always
II. In what ways is reader constructing meaning?					
A. Recognizes when miscues have disrupted meaning	1	2	3	4	5
B. Logically substitutes	1	2	3	4	5
C. Self-corrects errors that disrupt meaning	1	2	3	4	5
D. Uses picture and/or other visual clues	1	2	3	4	5
In what ways is reader disrupting meaning?					
A. Substitutes words that don't make sense	1	2	3	4	5
B. Makes omissions that disrupt meaning	1	2	3	4	5
C. Relies too heavily on graphic clues	1	2	3	4	5

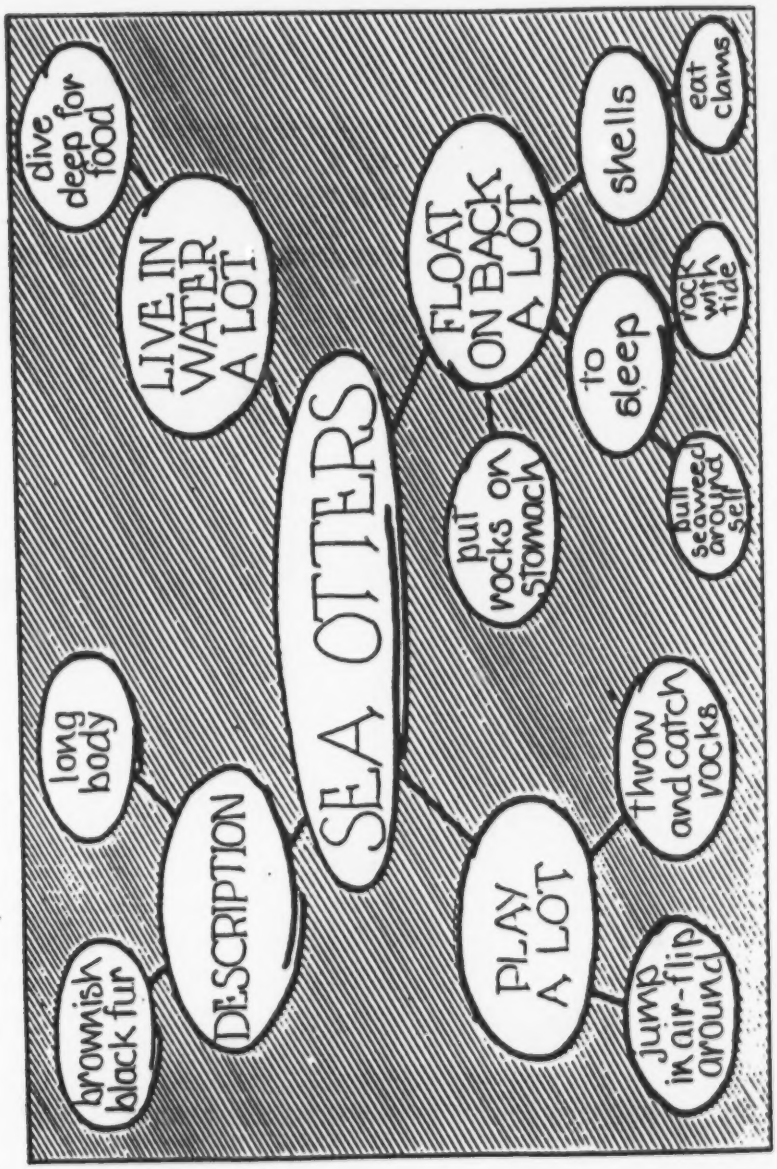
	No		Partial		Yes
III. If narrative text is used:					
A. Character recall	1	2	3	4	5
B. Character development	1	2	3	4	5
C. Setting	1	2	3	4	5
D. Relationship of events	1	2	3	4	5
E. Plot	1	2	3	4	5
F. Theme	1	2	3	4	5
G. Overall retelling	1	2	3	4	5
If expository text is used:					
A. Major concepts	1	2	3	4	5
B. Generalizations	1	2	3	4	5
C. Specific information	1	2	3	4	5
D. Logical structuring	1	2	3	4	5
E. Overall retelling	1	2	3	4	5

Semantic Mapping

Directions (for Tutor): You will use semantic mapping as an assessment tool to determine your tutee's knowledge and schema for any content-related topic or concept you will be working with. To use this tool follow the following steps:

1. Ask your tutee to talk about the concept or topic to the best of his/her knowledge.
2. Then ask the tutee to draw or diagram what he/she knows about it. (See some sample semantic maps, or diagrams, or drawings attached in order to see what one might look like on some sample topics.)
3. Date and label the semantic map.
4. Later, you will analyze the semantic map or diagram and look for: (a) the number of correct details; (b) the logical flow of the concept or topic; and (c) your tutee's overall knowledge concerning the concept or topic.

Figure 4
Initial Classroom Map for *Sea Otters*



From: Heimlich, J.E., & Pittelman, S.D. (1986)
Semantic Mapping: Classroom applications.
Newark, DE: IRA, p14.

From: Heimlich, J.E., & Pittelman, S.D. (1986). Semantic Mapping: Classroom applications. Newark, DE: IRA, p15.

Figure 5
Completed Classroom Map for *Sea Otters*

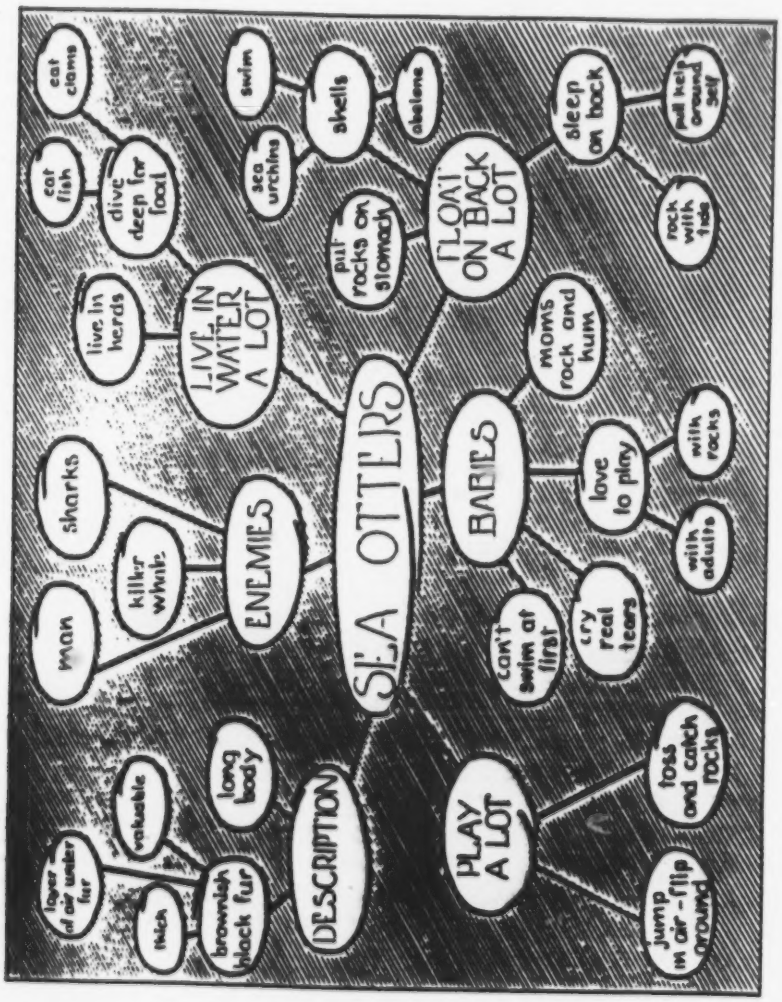


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Figure 12
Initial Classroom Map for *Sharks*

From: Heimlich, J.E. , & Pittelman, S.D. (1986). Semantic Mapping: Classroom applications. Newark, DE: IRA p. 32.

Figure 13
Completed Classroom Map for *Sharks*

From: Heimlich, J.E., & Pittelman, S.D. (1986). Semantic Mapping: Classroom applications. Newark, DE: IRA, p. 33.

Tutors' Attitudes and Opinions

(Directions and Questions asked at Beginning of Semester)

Please respond to the following open-ended questions: (Please keep in mind that there are no right or wrong ways of answering these questions.)

1. WHY DID YOU TAKE THIS COURSE?

2. HAVE YOU EVER CONSIDERED ENTERING THE TEACHING PROFESSION?

Tutor's Attitudes and Opinions

(Directions and Questions asked at End of Semester)

Please respond to the following open-ended questions: (Please keep in mind that there are no right or wrong ways of answering these questions. We are just interested in how, or if, this experience has had an impact on you.)

1. DISCUSS HOW YOUR VIEW OF THE LIFE SITUATION OF OTHERS HAS BEEN ALTERED OR IMPACTED THROUGH YOUR LITERACY CORPS EXPERIENCE.

2. DESCRIBE HOW YOUR PARTICIPATION IN LITERACY CORPS HAS CHANGED OR INFLUENCED YOUR PERSPECTIVE AND INTEREST IN TEACHING AND EDUCATION.

Figure 1

Attitudinal scale for parents

Child's name: _____ Date: _____

Please indicate your observation of your child's reading growth since the last report. Feel free to comment where appropriate.

A = Strongly agree
B = Agree
C = Disagree
D = Strongly disagree

My child:					Comments
1. Understands more of what he/she reads	A	B	C	D	
2. Enjoys being read to by family members	A	B	C	D	
3. Finds time for quiet reading at home	A	B	C	D	
4. Sometimes guesses at words, but they usually make sense	A	B	C	D	
5. Can provide a summary of stories read	A	B	C	D	
6. Has a good attitude about reading	A	B	C	D	
7. Enjoys reading to family members	A	B	C	D	
8. Would like to get more books	A	B	C	D	
9. Chooses to write about stories read	A	B	C	D	
10. Is able to complete homework assignments	A	B	C	D	

Strengths I see: _____

Areas that need improvement: _____

Concerns or questions I have: _____

From: Fredericks, A.D. , & Rasinski, T.V. (1990). Involving parents in the assessment process. The Reading Teacher, 44 (4), p. 347.